



HOCKEY CANADA

**Coach 2 – Coach Level
Reference Material**

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National
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Program

PARTNERS IN COACH EDUCATION

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Coaching Association of Canada
Association canadienne des entraîneurs



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Canada

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THE COMMUNICATION ACTION PLAN

What is Your Communication Style?

Your communication style depends largely on how you see yourself as a leader.

Successful coaches see themselves as team leaders. They are willing to take control and make decisions, yet they also realize they are in a partnership role. Their teams consist not only of players but also assistant coaches, parents, officials and hockey administrators.

There will be times when each of these partners will need to take control and make decisions. No coach can do it alone.

Successful coaches also see the larger team picture and will share the leadership. When coaches see their roles this way, effective communication skills become one of their most important assets.

Communication – a process in which information is exchanged between individuals through a common system of symbols, signs or behaviour. An exchange of information.

Talking Heads

Communication is a process of getting something out of one head and into another

Heads may talk directly through words or emotions, or they may talk indirectly with signs, memos, posters or e-mail.

"Sometimes when you need to inspire people, all you have to do is listen."

- Pat Riley

Notes

Communication Principles:

- ❑ Communication is a one-to-one exchange of information
- ❑ Communication involves two processes: sending and receiving
- ❑ As senders, we use tools and skills to LINK with another person
- ❑ As receivers, we use tools and skills to UNDERSTAND what is being conveyed
- ❑ Information can be exchanged directly through words (verbal) or emotions and actions (non-verbal)
- ❑ Information can be exchanged indirectly through posters, signs, videos, e-mail or voicemail

Communication means establishing a link with another person either directly (verbal or non-verbal) or indirectly. There are many strategies to help us send out information and read feedback effectively. We can teach these strategies to our athletes and parents.

The Communication Processes



The Universal Communication Problem

No two of us has the same life experiences nor even the same definitions for words. Our frames of reference vary considerably.

Therefore, the challenge as coaches, as communicators, is to find the link between the sender and the receiver without prejudging or making assumptions.

Establishing this link takes some work. However, sound communication skills can help us find the proper common ground.

What are the top five strategies you would find useful as a Communicator?

- ☐
- ☐
- ☐
- ☐
- ☐

What are the top five strategies you would find useful as an Active Listener?

- ☐
- ☐
- ☐

☐
☐

Communicating means establishing links.

- ☐ Information Out
- ☐ Information Back

What do you think? “Attend to the 99%”

“Never lose sight of the fact that, as volunteers at the amateur level, we’re not in the business of producing professional hockey players. We should never, ever, lose sight of the fact that of some 500 000 children who lace on skates across Canada each year, far less than 1% ever reach the point of earning a living from the game. Your contribution then, is not really to this 1% who become career players, who likely would have made it on natural ability alone without your help, but to the 99% who are able to learn a few necessary lifeskills in a peer setting. These are the skills which become very valuable in making them better adults, better people, better citizens and simply better Canadians.”

-J. Murray Costello, Past President, CAHA: 1989 Advanced II Seminar

Habits of Effective Communicators	
The “Be List”	What the “Be List” means to me as a coach:
<input type="checkbox"/> Be A Teacher:	<input type="checkbox"/>
<input type="checkbox"/> Be Enthusiastic:	<input type="checkbox"/>
<input type="checkbox"/> Be Positive:	<input type="checkbox"/>
<input type="checkbox"/> Be Consistent:	<input type="checkbox"/>
<input type="checkbox"/> Be Demanding but Considerate:	<input type="checkbox"/>
<input type="checkbox"/> Be Courteous:	<input type="checkbox"/>

Effective Use of Verbal Communication:

- ☐ Be visible to all players. Avoid turning your back to players.
- ☐ Before speaking, scan the room to be sure the group is quiet.
- ☐ Speak clearly and make eye contact with each player.
- ☐ Change your tone of voice to communicate various moods.
- ☐ Use language that is easy to understand and appropriate for the age level.

Effective Use of Non-Verbal Communication:

- ☐ Make eye contact.
- ☐ Greet players with a smile.
- ☐ Be visible to all players.
- ☐ Be aware of your body language signals.

Notes

ROLES AND RESPONSIBILITIES

As the Coach, you need to provide leadership by clearly defining everyone's roles prior to the beginning of the season. Shared leadership means support staff will play a meaningful role.

"The achievements of an organization are the results of the combined effort of each individual."

- Vince Lombardi

Leaders...

- ☐ provide direction
- ☐ set goals
- ☐ have a vision
- ☐ share leadership
- ☐ instill values
- ☐ motivate members
- ☐ resolve conflicts
- ☐ build goal-setting environments

Leaders Communicate!

Complete the chart below by checking which roles you feel should be the responsibility of each partner.

Task	Head Coach	Assistant Coach	Manager	Trainer	Parent
Registration Fees					
Carding, paperwork					
Ice booking, scheduling					
On-ice equipment					
Team jerseys and equipment					
Off-ice equipment					
Stats and game sheets					
Accommodations					
Off-ice programs					

Task	Head Coach	Assistant Coach	Manager	Trainer	Parent
On-ice drills and practice plans					
Team rules					
Goaltenders					
Tournaments					
Dressing Room Supervision					
Risk Management					
Fundraising					
Game officials					
Game dispute mechanism					
Seasonal Plan					
Skills to be taught					
Systems to be taught					

FAIR PLAY, VALUES AND ETHICS

Value – a principle, standard, or quality considered inherently worthwhile or desirable.

The Professor Says...

“**Values** form the basis of our coaching philosophy. We live our lives with a set of values which underlie our beliefs, the engines that drive our actions and attitudes.

We are not born with values; we learn them through our experiences. This is significant since it means values and beliefs can be changed. It is true not only for us as coaches but also for players and parents. Changing our values and beliefs can change our actions and attitudes. But the opposite is also true. Changing our actions and taking different attitudes can alter our beliefs and values.”

Conflicting Values

Each of us is unique. We don't share the same set of values nor will we rank values in the same order.

We have different opinions about things because of our different beliefs and values. So, when we share opinions or information, they will reflect our specific values. Similarly, information from others will reflect theirs. The result may be conflict, unless we understand we are all working from different sets of values.

What values form the basis of your coaching philosophy?

How do these values compare to the Fair Play Codes?

How can you best match your values with the Fair Play Codes?

Resolving Value Conflicts

When there is a conflict of beliefs among players, parents, coaches or administrators, how should you react? Fair Play Codes provide a set of values where everyone “wins”. If there is a conflict between the values of someone on your team and those in the Fair Play Codes, choose to follow the Codes.

Make these Codes available to your team and an integral part of your communication action plan.

Your Coaching Philosophy

Clearly outline your current coaching philosophy. Insert a copy of the Fair Play Codes into your philosophy. Be sure to state how your program will uphold the Fair Play Codes. A sample copy can be found on the next page.

Notes

Fair Play Code for Players

- ☐ I will play hockey because I want to, not just because others or coaches want me to.
- ☐ I will play by the rules of hockey and in the spirit of the game.
- ☐ I will control my temper - fighting and "mouthing off" can spoil the activity for everybody.
- ☐ I will respect my opponents.
- ☐ I will do my best to be a true team player.
- ☐ I will remember that winning isn't everything. Having fun, improving skills, making friends and doing my best are also important.
- ☐ I will acknowledge all good plays/performances by my team and my opponents.
- ☐ I will remember that coaches and officials are there to help me. I will accept and respect their decisions.

Fair Play Code for Coaches

- ☐ I will be reasonable when scheduling games and practices, remembering that players have other interests and obligations.
- ☐ I will teach my players to play fairly and to respect rules, officials and opponents.
- ☐ I will ensure all players get equal instruction, support and playing time.
- ☐ I will not ridicule or yell at my players for making mistakes or for performing poorly.
- ☐ I will remember that players play to have fun and must be encouraged to have confidence in themselves.
- ☐ I will make sure equipment and facilities are safe and match the players' ages and abilities.
- ☐ I will remember that participants need a coach they can respect. I will be generous with praise and set a good example.
- ☐ I will obtain proper training and will continue to upgrade my coaching skills.
- ☐ I will cooperate with officials for the benefit of the game.

TEAM MEETINGS

Team meetings are necessary to maintain open channels of communication. They also provide you an opportunity to share your leadership skills. It is essential all stakeholders are aware of your coaching philosophy and plans. This accountability will create a solid reinforcement of key team issues to parents.

Conducting the First Parent/Coach Meeting (after team is formed)

Getting Started (5 – 10 minutes)

- ☐ Introduce yourself, assistant coaches, manager and trainer
- ☐ Give a brief explanation of the importance and purpose of the meeting

Coaching Philosophy (10 – 15 minutes)

- ☐ Provide information on the goals and objectives of the program and discuss your expectations of the players
- ☐ Explain your coaching approach and coaching outcomes

Details of Your Program (10 – 20 minutes)

- ☐ Present specific information on the operation of your hockey program
- ☐ Discuss your expectations of the players and parents
- ☐ Give out copies of the Fair Play Codes

Your Expectations of the Parents (15 – 20 minutes)

- ☐ Organize a parents' committee to coordinate roles and responsibilities
- ☐ Let the parents participate, along with you and your support staff, in deciding the rules of parent conduct at games and team functions
(i.e., parents, as well as coaches, should be positive role models for players)

Wrapping up (20 – 25 minutes)

- ☐ Ask parents for further suggestions and/or comments
- ☐ Tentatively schedule next meeting

***Failing to prepare is
preparing to fail.***

When Should You Meet?

Meetings should occur as often as necessary. Generally, the pre-season, mid-season, end of season and other special occasions are the optimum times.

Pre-Season Meeting

Purpose:

- ☐ Introduce coaching staff and summarize qualifications and responsibilities
- ☐ Provide coaching philosophy
- ☐ Provide an overview of the seasonal plan including skills to be taught
- ☐ Enlist the support of parents to handle various team duties
- ☐ Explain basic team rules and expectations of players, parents, and coaches.

Mid-Season Meeting

Purpose:

- ☐ Reinforce program's key points
- ☐ Introduce new ideas for the next part of the season
- ☐ Overview of current player development
- ☐ Solicit parent involvement for specific projects. Eg. Tournaments

End-of-Season Meeting

Purpose:

- ☐ Allow parents and players to evaluate the year, particularly program and player development
- ☐ Feedback to coaches about the season and plans for the upcoming season
- ☐ Provide opportunities for the players to seek further development in the off-season
- ☐ Celebrate the season with an end-of-year social, including ribbons and trophies
- ☐ Always end the year on a positive note

Special Meetings

Purpose:

- ☐ Organize tournaments
- ☐ Fundraising projects
- ☐ Special events like a team building activities, Xmas party, Valentine Dance, etc.

Tips for Team Meetings

- ☐ Set a date - stick to it
- ☐ Set a time frame - stick to it
- ☐ Provide discussion or communication ground rules
- ☐ “Park” problems or issues that are not on the agenda or need further consultation
- ☐ Use clear concise language
- ☐ Keep it interactive and open

Your Communication Action Plan Guide

- ☐ Identify your communication style
- ☐ Use strategies to communicate effectively
- ☐ Use strategies to actively listen
- ☐ Use the “Be List”
- ☐ Identify roles for your support staff
- ☐ Distribute Fair Play Codes
- ☐ Plan parent meetings
- ☐ Create a parent communication handbook

THE TEACHING ACTION PLAN

What Environment Best Promotes the Training of Our Athletes?

Successful coaches create an environment where young people enjoy coming to play and practice.

Your challenge as a coach at the recreational level is to create an environment in which all your players are motivated to master their skills AND enjoy the learning experience. Your athletes need to be able to socialize with teammates, feel proud of their progress, and compete in “non-threatening” ways.

In a successful training environment, coaches help young athletes become proficient at their skills by teaching them, providing the opportunity to practice and by giving feedback that is useful and specific.

The Training Formula:

Learning + Fun = Teaching + Practicing + Feedback

The Coach is a Teacher

Teaching - what the coach does to help players acquire skills. Each skill includes a body of knowledge and a certain attitude. Teaching skills means teaching actions, knowledge and attitudes.

To successfully train athletes, the coach must be a teacher. You will need to teach them how to move, where to go and how to work with teammates. Teaching may take place off-ice, during practices or during games. Some of it will be formal with organized plans, strategies and resources. Other times it will be informal, during what we call “teachable moments.” To be an effective teacher, you will need to know your team’s culture. This includes player profiles, their philosophies and those of your staff. You must also know your athletes as unique individuals. You should learn how children grow physically, emotionally, socially and mentally, and that the growth occurs at different times and rates.

Finally, know the sport. Be a student of the game. Know what skills are required to play and find out how to teach them.

There are many resources available from your local association/district or through Hockey Canada to support your self-education.

What are some key skills you need to teach your athletes? Why have you chosen these?

Teaching Skills First

skills - the actions that allow athletes to play the game. Becoming proficient at skills allows them to enjoy the experience more.

The Professor Says...

“Successful coaches know what skills are required for athletes to enjoy playing hockey. One way to gain this knowledge is to create a skills inventory. This is a collection of all the actions a player may use in a game.

For example, to successfully compete at your level, you may feel your athletes need to learn quick starts, tight turns, pivots, accurate passes, quick shots and angling. Knowing these skills will help you plan for the season, create lessons, identify teaching points, develop progressions and detect and correct errors.

There are five categories of core technical skills. These are skating, puck control, passing/receiving, shooting and checking. Each can be divided into more specific actions which usually appear in our inventories. For example, skating is a core technical skill but to teach it, we need to know its individual components, like striding, turning, starting and stopping, as well as the key actions that make the skill work. Then we need to develop an observation strategy for detecting and correcting errors.”

Types of Skills		
Technical Skills	Tactical Skills	Team skills
<input type="checkbox"/> Skills of the body	<input type="checkbox"/> Skills of the mind <input type="checkbox"/> How we use techniques	<input type="checkbox"/> Coordinated skills of the team

Give examples of each of the following:		
Technical	Tactical	Team

“If players can’t skate They won’t have fun. If they don’t have fun They won’t play.”

- Merv Ellis

***When you can’t change
the direction of the wind,
adjust your sails.***

The Player Development Pyramid



The *Player Development Pyramid* was created to provide coaches with a comprehensive guideline to develop a seasonal plan. Starting at the base, the natural progression emphasizes the development of fundamental skills, the foundation of each player's success.

As you climb the pyramid, a greater emphasis is placed on individual tactics, adding the dimension of "hockey sense" to skill development. For example, once a player has developed skating and puck handling skills, then the individual tactic of puck control can be learned. The player now understands the "why" of each tactic, or in other words, the read and react skills being developed.

Higher up the pyramid, players perform drills that will develop team tactics and systems. At U15 and U18, for instance, the emphasis is more on team performance practices. But even at those levels, time spent on team tactics and team play should not exceed *50-60% of the practice*. The coach must continue to develop the fundamental skills and individual tactics of each player.

Strategy is at the peak of the pyramid. It sets the style of play used to combat the opposition. The coach determines the strategy based upon his/her philosophy, the age of the players and the skill level of the team. As players age and competitive levels increase, game strategies become more complex.

The age and skill level of the team defines the seasonal plan. The Skills Developmental Programs are based on progressive steps and follow the appropriate allocation of time illustrated in the pyramid.

What are some implications of this development pyramid for your team's learning?

Effective teaching means...

...using the available tools:

Skills inventories
Hockey Canada skills manuals or Initiation Program manuals
Supplemental materials and videos
Other coaches and/or mentors

...using appropriate teaching methods:

Identify necessary skills
Plan explanations and demonstrations
Teach effectively on-ice, using proper progressions
Provide immediate and effective feedback

Key Features of Skills Instruction

Purpose of the skill: What do you want the skill to do? Does it meet your athletes' needs at this stage of their development?

Components: All skills can be broken down into smaller components. This makes them easier to teach and easier for the athletes to learn.

Key Teaching Points: What are the most important components needed to execute the skill? Choose just 3 or 4 at the beginning. Since these will be taught first, they're called Key Teaching Points.

Progressions: We should teach by building one component on another in an organized, progressive manner. This may be done during one training session, or over several.

Use Skill Inventories to...

- ☐ determine what skills to teach
- ☐ evaluate your athletes' skills
- ☐ make practice and season plans
- ☐ evaluate your athletes
- ☐ chart/report progress
- ☐ design drills

A sample skill analysis: The forward glide turn

Identify its purpose:	List the components:	List 3-4 Key Teaching Points:

“Baby Steps”

In the movie, *What About Bob?* (1991), Richard Dreyfuss plays a psychiatrist who helps people with personality problems. His new treatment required his clients to deal with their problems in “baby steps”, one small thing at a time. When teaching skills, “baby steps” are important. Learn to break down skills into their components and then practice them. This is especially true for complex skills and even drills with numerous options.

Remember:

While there are many skills and components of skills you can teach, your players are at varying levels of development or readiness. You need to assess your situation (through team profiles and philosophies) then rank the skills in order of importance. Select only priority skills, even if they are not the most glamorous. Regularly update your prioritized list based on the players’ development.

Using the Resource Manuals





The Hockey Canada skills manuals within the Hockey Canada Network app have lessons for different levels of development. These will assist you in the implementation of your program. The practice drills in each seasonal plan are designed to provide you with a progression to achieve the specific goals of each program as defined by the Player Development Pyramid.

Remember though: the age and skill level of your team defines the seasonal plan. Hockey Canada believes a coach *must emphasize fundamental skill development* during practices. It is the responsibility of every coach to teach these skills to all players.

Fewer Canadians playing in the NHL

The nationality of NHL players has changed considerably since the early 1980s, and so has the number of countries represented in the league.

According to the Edmonton Journal, 81.8% of active players in 1981 were Canadian. Twenty years later, by the start of the 2001-02 season, just over half of all active players — 55.6% — were Canadian, and 4 nationalities were represented in the NHL.

Percentage of Active Player Nationalities in 2001-02 NHL										
Rk	Nationality	Players	GP	G	A	P	PIM	PPG	SHG	GWG
1	 Canada	62.5%	56.0%	51.3%	58.9%	55.6%	49.4%	39.1%	0.0%	52.4%
2	 Russia	12.5%	13.1%	24.8%	13.9%	18.5%	6.8%	30.4%	0.0%	19.0%
3	 United States	12.5%	15.9%	15.4%	19.0%	17.5%	5.8%	13.0%	50.0%	19.0%
4	 Slovakia	12.5%	15.1%	8.5%	8.2%	8.4%	38.0%	17.4%	50.0%	9.5%

Current season NHL stats last updated: April 1, 2019

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Source: <https://www.quanthockey.com/nhl/nationality-totals/active-nhl-players-career-stats.html>

The percentage of active NHL players who are Canadian has dropped even more since 2001-02. By the end of the 2018-19 season, Canadians accounted for under half of all active NHL players, and the league included players from 17 different countries.

Percentage of Active Player Nationalities in 2018-19 NHL

Rk	Nationality	Players	GP	G	A	P	PIM	PPG	SHG	GWG
1	Canada	43.9%	43.6%	43.9%	43.1%	43.4%	49.0%	41.9%	45.7%	43.5%
2	United States	28.3%	26.9%	26.5%	26.4%	26.5%	25.7%	27.6%	25.8%	26.9%
3	Sweden	9.6%	11.2%	10.2%	11.1%	10.8%	9.8%	9.7%	10.4%	11.5%
4	Russia	4.0%	4.4%	5.2%	5.2%	5.2%	4.1%	6.8%	2.3%	4.8%
5	Finland	5.0%	5.0%	4.8%	5.2%	5.0%	3.5%	5.8%	5.9%	5.2%
6	Czech Republic	4.1%	3.5%	3.7%	3.5%	3.6%	3.1%	3.8%	3.2%	3.3%
7	Switzerland	1.3%	1.5%	1.7%	1.7%	1.7%	1.3%	1.6%	0.0%	1.3%
8	Denmark	0.7%	0.9%	0.9%	0.8%	0.9%	0.4%	0.4%	0.5%	1.0%
9	Germany	0.7%	0.8%	0.9%	0.8%	0.8%	0.4%	1.2%	0.9%	0.5%
10	Slovakia	1.1%	0.9%	0.7%	0.7%	0.7%	1.2%	0.4%	0.5%	0.9%
11	Austria	0.3%	0.4%	0.4%	0.3%	0.4%	0.3%	0.3%	3.2%	0.3%
12	Slovenia	0.1%	0.2%	0.3%	0.3%	0.3%	0.1%	0.0%	0.9%	0.3%
13	France	0.2%	0.3%	0.2%	0.3%	0.2%	0.6%	0.0%	0.5%	0.1%
14	Norway	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.0%	0.1%
15	Latvia	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.5%	0.2%
16	Netherlands	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.0%	0.2%
17	Australia	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Current season NHL stats last updated: April 1, 2019

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Source: <https://www.quanthockey.com/nhl/nationality-totals/active-nhl-players-career-stats.html>

Teaching Progressions

The lessons in the Hockey Canada skills manuals within the Hockey Canada Network app are arranged with each skill built upon another. This is called a progression.

Teaching Phases:

When we teach skills, there is a sequence to follow, the tried and true method to develop hockey skills. And don't forget! Your athletes will need positive and specific feedback to correct deficiencies and to encourage them.

Introduction of a new skill phase

- ☐ Determine preliminary movements and key teaching points
- ☐ Have at least one demonstration
- ☐ Teach in a controlled environment

Development phase

- ☐ Review, refine or practice the skill to develop proficiency
- ☐ Apply minimal resistance

Application phase

- ☐ Simulate game-like situations in drills with increased resistance

Note:

You might begin your progression at any one of these levels. This depends on your group's skill and age level. However, all athletes will need to pass through these phases to learn and master their skills.

Drill Progressions:

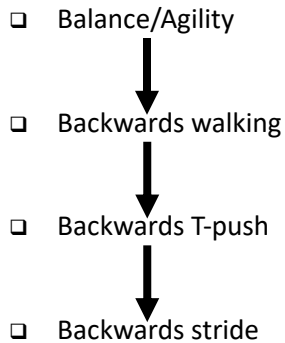
When we design skill drills, we should use a progression.

1. Identify purpose and key teaching points
2. Drills to introduce or develop skills (Technical Drills)
3. Drills to review or practice skills (Tactical Drills)
4. Drills to apply skills (Efficient Drills)

Skill Progressions:

We break down skills into their components, then teach the components in the correct order and to precision.

For example, to teach backwards striding, we might see the components as follows:



To teach backwards striding, we might begin with balance and agility drills, then walking backwards drills, then backwards T-push drills, and finally the stride. We have progressed from the simple to the complex.

In other words, baby steps!

“The minute you get away from fundamentals, the bottom can fall out. They are really the basic principles that make anything work. I don’t care what you are doing or what you are trying to accomplish. You can’t skip fundamentals if you want to be the best.”

- Michael Jordan

Use the Hockey Canada skills manuals within the Hockey Canada Network app to find examples of Teaching Phases, Drill Progressions and Skill Progressions. How could you use each for your team?

Methods for Effective Teaching	The 4 Links of Teaching
<p>The teaching of skills and techniques is a chain with four main links.</p>	<ul style="list-style-type: none"> ❑ First Link: Select the basic skill to be learned ❑ Second Link: Plan the explanation and demonstration ❑ Third Link: Plan how the players will practise the skill ❑ Fourth Link: Provide feedback during practice
<p>First Link: Select the basic skill to be learned</p> <p>Basic skills are not always simple to learn. In hockey the basic skill is skating but it is a complex and difficult skill. Passing or shooting the puck is actually easier, but skating is the more basic skill.</p> <p>The instructor has been provided with a set of lesson plans that progresses gradually and systematically through the skills to be learned in the Skills First Program, beginning with the most basic and progressing from the simplest to the more complicated skills.</p>	<p>Second Link: Plan the explanation and demonstration</p> <p>This is the planning you do to organize what you want to teach. Although much of this has been done for you in the lesson plans, it is important you understand the sequence of events to follow in conducting a lesson.</p> <p>This link contains seven steps:</p> <ul style="list-style-type: none"> ❑ Step 1: Select a skill and write down why it is important. ❑ Step 2: Select four or five main teaching points to emphasize. ❑ Step 3: Decide if an aid would help. ❑ Step 4: Select an effective formation. ❑ Step 5: Decide on what view or views players should see. ❑ Step 6: Decide on who demonstrates. ❑ Step 7: Call for questions to conclude.
<p>Third Link: Plan how the players will practise the skill</p> <p>The next link in the teaching chain is organizing a group to practise a skill that has been demonstrated. This is quite separate and distinct from planning and organizing the demonstration. The following steps will help you to plan effectively:</p> <ul style="list-style-type: none"> ❑ Step 1: Take stock of the practice environment. ❑ Step 2: Maximize activity. ❑ Step 3: Plan to move learners into practice activity quickly. ❑ Step 4: Use clear, precise instructions. ❑ Step 5: Check and correct the practise pattern first, then check technique. 	<p>Fourth Link: Provide feedback during practice</p> <p>Feedback during learning involves feeding back information to the players about their efforts to learn. It serves three important functions in learning:</p> <ol style="list-style-type: none"> 1. As a guide to improvement 2. As a measure of progress 3. As reward or discipline.

Note: For in-depth information on these four links, see Annex A.

Tips for Effective Teaching

- ❑ Teach only what the player can handle.
- ❑ Teach new skills early in the practice.
- ❑ Use progressions – work from the simple to the complex.
- ❑ Break down complex skills into smaller components.
- ❑ Correct major errors immediately.
- ❑ Repeat drills for short periods at a time and over several practices.
- ❑ Introduce and develop skills in a controlled environment, then apply them in game-like situations
- ❑ Praise good performance and effort.

Factors That Influence Teaching and Learning

To teach effectively, a coach must realize the difference between athletes and their ability to learn skills.

Identify some of the factors that will affect your athletes' learning.

Two Methods for Teaching Fundamental Skills

The Imitation Method

- ❑ Simple imitation is often the best way for players to learn. It requires them to focus on what is to be imitated or copied.
- ❑ “Watch this... Try it”.
- ❑ Often the imitation is as accurate as it needs to be. You should then confirm it: “Yes. That’s it. Now remember that.”
- ❑ If necessary, have them practice several times.
- ❑ When minor corrections are required, point them out in a clear, matter-of-fact way. If players have trouble picking up the correct action or movement, then perhaps the information or instruction was not as simple or clear as you thought.

The Demonstration/ Explanation/ Practice/ Correction Method

- ❑ This method is used extensively:
- ❑ Demonstrate & explain: “Watch this. Be careful to stand like this, then shoot the puck. Now try it.”
- ❑ Allow for practice: Observe carefully, looking for correct features and common errors.
- ❑ Provide feedback while practice continues if possible. If you must, stop practice and
- ❑ Correct errors: confirm correct actions and if necessary make suggestions to correct errors.
- ❑ Allow further practice and correct in more detail, if necessary.

Notes:

Error Detection and Correction

One of your most important tasks is telling your players whether or not they are using the correct techniques to perform a skill. You should be able to explain the specific correction technique that will improve the skill.

What is Skill Analysis?

The coach, as a teacher, is a judge of hockey skill. To be a good judge, you must be able to:

- ❑ Break complex skills down into simple parts.
- ❑ Separate the good parts from the bad parts.
- ❑ Focus on the important parts and not be distracted by ones that are less important.
- ❑ Put the whole technique back together to form the whole skill.

Common Faults of New Coaches

- ❑ Memorizing all the details of each skill
- ❑ Correcting errors in performance by demonstrating a series of poses
- ❑ Using expressions such as "skate hard", "you're not trying", and "put more into it" which are not specific enough to give the player something to change.

Principles of Movement

Sports science experts apply fundamental principles of physics to skill analysis. They have discovered ways to assist hockey coaches and those of other sports in the analysis and correction of sport performance.

The principles explain how the different parts of the body should be used in skating, shooting, stickhandling, passing and other hockey skills.

According to sport scientists, *there are only a few principles of movement that explain how all sports skills are done.*

Movement principles are based on how forces either affect or are affected by the player's body. Muscle action creates force at the joints, which in turn produce speed, acceleration or momentum. These movements determine the quality of a skill.

They further conclude that:

1. movement should begin with the large muscle groups and move progressively to the smaller ones.
2. movement must occur in proper sequence, without any breaks in flow, if the skill is to be performed correctly.

If you can understand and apply these two basic principles, you can become a better analyst of hockey skills.

Notes:

Detecting Errors

Decide on an Observation Plan:

- ☐ What movements will you watch?
- ☐ Where will you stand to best observe the movements?
- ☐ How often will you watch the movements performed?
- ☐ How will you record what you learn?
- ☐ How will you correct the error(s)?

When observing players performing skills, you must ask yourself two questions:

- ☐ Did they use all joints they should have used? (movement principle #1)
- ☐ Did they use the joints in the right order, without gaps in the movement? (movement principle #2)

To detect errors:

- ☐ Identify the Key Teaching Points for the skill.
- ☐ Use the Skill Inventory or the Resource Manual.
- ☐ These will tell you the important movements

Correction Methods: Implementing your Observation Plan

If your players “violate” either movement principle, i.e. they do not use a required joint, use an incorrect sequence or have gaps in joint movement, how do you fix it?

There are two main correction methods:

1. Check for preliminary movements.

Preliminary movements are the movements players perform just prior to performing a skill. They may include stick grip, foot placement, body position etc. They are usually opposite to the “pay-off” movements that follow. For example, a player who does not execute a proper two-foot stop may have his feet too close together while entering the stopping phase. Correct the player’s stance first.

2. Whole-part-whole teaching

These types of errors involve either the wrong sequence or timing of the parts of a skill.

You have to break the skill down into its parts, practice those parts and then put the whole skill back together again.

Notes:

PREPARING FOR PRACTICE SESSIONS

Four Key Practice Planning Principles

- 1.
- 2.
- 3.
- 4.

Preparing for Practice

Practice time is precious, so you'll want to make the most of it. Here are some tips for planning and running your practices:

- ☐ keep everyone active. Use small groups when doing drills so players don't have to wait long for their turns.
- ☐ to save time, consider introducing your drills on a chalk or rink board in the dressing room before going on the ice.
- ☐ warm-up stretches and cool-down activities can be done in the dressing room to maximize ice time.
- ☐ treat all players equally and emphasize positive feedback. Try to talk to every player individually at every practice.

Tips for starting the ice session on a positive note:

When running ice-sessions, it's important to get off on the "right foot" with your players. Here are a few ideas:

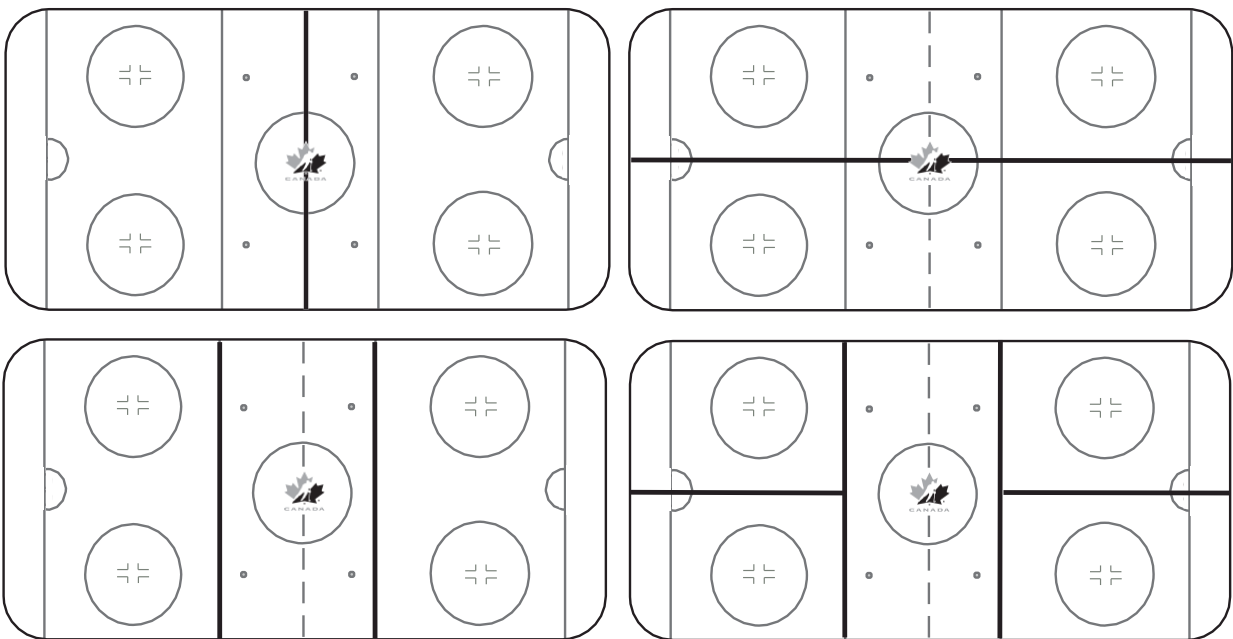
- ☐ Arrive well ahead of the scheduled start time so you can be available for coach/player discussions, to arrange equipment, and to do a safety check.
- ☐ Greet your players by name.
- ☐ Project a good mood.
- ☐ Conduct a group activity early in the warm-up phase to generate a feeling of togetherness.
- ☐ Keep your starting activities fairly constant as part of a routine. Progress from simple, familiar routines to difficult, unknown ones.
- ☐ Use good natured humour as a way of "breaking the ice" and for building up coach/player relationships.
- ☐ Look for early signs of improvement in your players' performances and try to say something positive.

TEACHING STATIONS

The most effective way to teach basic hockey skills is to divide your group into smaller manageable ones. The number of smaller groups you'll need will depend upon:

- ❑ the total number of players (try to divide them evenly);
- ❑ the different skill levels;
- ❑ the number of assistant coaches you have working with you;
- ❑ the number of different skills or skill components you intend to teach;
- ❑ the amount of ice space available.

The following diagrams are suggested ways to divide the ice.



Once groups have been formed and the teaching stations established, there are a number of basic rules that should be observed:

- ❑ Players should face away from distractions, i.e. spectators, other groups.
- ❑ Coaches must be visible to all players.
- ❑ Coaches should try to maintain eye contact with players.
- ❑ Try to keep players stationary (kneeling in front of the coaches).
- ❑ Deal with a minimum of teaching points (maximum of 2-3 at a time).
- ❑ Formations must allow for a quick and smooth transition to the next drill.
- ❑ Ensure that prearranged signals for movement from one station to the next are known by all players and coaches.

Summary of Practice Principles

- ❑ A good lesson will result from adhering to the principles of preparation and planning.
- ❑ Ice will be used effectively if carefully thought-out teaching stations are used.
- ❑ Team teaching techniques will maximize use of ice and coaches.
- ❑ Sufficient and appropriate equipment are necessary for a good ice session.
- ❑ The head coach should decide on player groupings according to age, ability, space and resources.
- ❑ Games and fun activities are important parts of every lesson.

Quotes to Remember for Better Practices

- ❑ “Practice with purpose and commitment - Play with pride and passion.” “Today’s preparation determines tomorrow’s achievement.”
- ❑ “Do not mistake activity for practice - they are not always the same.”
- ❑ “The minute you get away from fundamentals, the bottom can fall out. They are really the basic principles that make anything work. I don’t care what you are doing or what you are trying to accomplish; you can’t skip fundamentals if you want to be the best.” - Michael Jordan
- ❑ “WHERE THERE IS NO VISION, PEOPLE PERISH.” - Proverbs 29:18
- ❑ “Prepare the athletes for the tasks they will be performing.”
- ❑ “To teach is to learn twice.”

What will I do to make my practices better for the players?

PROBLEMS AND CONFLICTS

One of your primary roles as a coach will be to resolve conflicts and solve problems. Your leadership and communication skills will play huge roles in determining the success of your efforts.

There are three types of situations you may experience.

1. **Problem-solving:** Problems seek and need solutions. Be certain you have the facts, and not opinions, when trying to solve problems. There is an abundance of technical and tactical information to support you in your search for answers. Human problems, though, are much more difficult to solve.

Problem:

- ☐ A question or situation that needs consideration or a solution.

Examples:

- ☐ Which line will start the game?
- ☐ Who will be on the ice for the last minute?
- ☐ How do I evenly rotate 7 forwards and 5 defencemen?

What are some problem-solving strategies (i.e., ways to deal with problems)?

- 2) **Decision-making:** Many situations require important decisions and when there are a number of possible solutions, the coach must choose one of them. For instance, questions with the word “should” in them will require you to choose from several alternatives.

Decision:

- ☐ A final conclusion or choice; judgement. This implies there are multiple possibilities from which to choose.

Examples:

- ☐ What should you do if a player forgets his sweater at home?
- ☐ Should you shorten your bench?
- ☐ Should you criticize a player’s actions?

What are some decision-making strategies?

- 3) Resolving Conflicts:** Conflicts may arise when there are differences of opinion, belief or attitude. The ones rooted in differing values, needs, wants or perceptions will not always be easy to resolve.

Conflict: The actual or perceived opposition or needs, values, wishes or perceptions resulting in stress or tension.

Your options may include negotiating, “giving in”, using a neutral person to mediate, or unilaterally making a final decision. Some conflicts are even resolved by legal services. Regardless, a “win/win” solution is the most desirable.

Before the dispute is resolved, all parties must recognize the problem and be willing to resolve it.

What strategies can the coach use to effectively resolve conflicts?

Game Day Challenges for Coaches at the Recreational Level

Challenges	Solutions
Preparation	
Issues <ul style="list-style-type: none"> <input type="checkbox"/> Indecision <input type="checkbox"/> Coming unprepared <input type="checkbox"/> Acting disorganized <input type="checkbox"/> Poor communication <input type="checkbox"/> Make up plans as you go along 	Solutions <ul style="list-style-type: none"> <input type="checkbox"/> Be on time <input type="checkbox"/> Have the equipment ready <input type="checkbox"/> Use a checklist <input type="checkbox"/> Have a game plan <input type="checkbox"/> Keep a game log <input type="checkbox"/> Have a Risk Management Plan
Dressing Room	
Issues <ul style="list-style-type: none"> <input type="checkbox"/> Is it clean? <input type="checkbox"/> Who's supervising? <input type="checkbox"/> Bags, Sticks, Skates <input type="checkbox"/> Behaviour eg. Fooling around <input type="checkbox"/> Parents in the room 	Solutions <ul style="list-style-type: none"> <input type="checkbox"/> Get the room cleaned & leave it clean <input type="checkbox"/> Actively supervise the room. Prevent verbal abuse and fooling around <input type="checkbox"/> Have & enforce rules, have consequences <input type="checkbox"/> Have a routine <input type="checkbox"/> Schedule regular parent meetings
Warm-up	
Issues <ul style="list-style-type: none"> <input type="checkbox"/> Organization <input type="checkbox"/> Purpose <input type="checkbox"/> Safety 	Solutions <ul style="list-style-type: none"> <input type="checkbox"/> Design a warm-up routine <input type="checkbox"/> Reflect on the purpose of warming up <input type="checkbox"/> Provide drills which reflect game and player needs <input type="checkbox"/> Movement, activity, core skills <input type="checkbox"/> Address goalie needs <input type="checkbox"/> Teach pre-ice stretches in the room
Lineups	
Issues <ul style="list-style-type: none"> <input type="checkbox"/> Players don't show up <input type="checkbox"/> Players don't want to play together <input type="checkbox"/> Strong/weak opponent <input type="checkbox"/> Problem players, weak players <input type="checkbox"/> Injuries 	Solutions <ul style="list-style-type: none"> <input type="checkbox"/> Have flexible training plan – players try all positions at some time <input type="checkbox"/> Look for positives, how can they both win, review growth and development <input type="checkbox"/> Set short term goals, focus on performance not outcomes <input type="checkbox"/> Emphasize strengths, measure/maximize your strengths and minimize your weaknesses <input type="checkbox"/> Be flexible- train players to expect anything – rotate players to all positions

Challenges	Solutions
Bench Management	
Issues <ul style="list-style-type: none"> <input type="checkbox"/> Language, conduct <input type="checkbox"/> Location of players <input type="checkbox"/> Safety concerns <input type="checkbox"/> Playing everyone 	Solutions <ul style="list-style-type: none"> <input type="checkbox"/> Code of conduct, rules and consequences <input type="checkbox"/> Be a role model <input type="checkbox"/> Offer options – benefits <input type="checkbox"/> Have rules for sticks, spitting, debris, gates, helmets <input type="checkbox"/> Work for fair ice time. Consider reducing ice time as discipline for breaking rules, not to discipline people <input type="checkbox"/> Follow Fair Play values <input type="checkbox"/> Be consistent – have a philosophy
Post Game	
Issues <ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities <input type="checkbox"/> Administration <input type="checkbox"/> Problems <input type="checkbox"/> Last to leave 	Solutions <ul style="list-style-type: none"> <input type="checkbox"/> Use a checklist <input type="checkbox"/> Rule of “3” – 3 positives before the first negative <input type="checkbox"/> Be accessible, talk to people <input type="checkbox"/> Someone on your staff should be the last to leave the arena. <input type="checkbox"/> Relate effort to the larger picture
Parents	
Issues <ul style="list-style-type: none"> <input type="checkbox"/> In the room <input type="checkbox"/> In stands <input type="checkbox"/> After game <input type="checkbox"/> Overall Criticism 	Solutions <ul style="list-style-type: none"> <input type="checkbox"/> Have routines and rules <input type="checkbox"/> Parent’s meeting, code of conduct <input type="checkbox"/> Educate parents – help them use strategies for dealing with their children on the way home <input type="checkbox"/> Education, parent’s meetings, review expectations at this level.

Roles of the Support Staff

The coach should take an active role in establishing good communication with staff and outlining everyone's responsibilities. You can do the following to ensure the development of harmonious relationships.

Tips for building relationships with your staff	Game responsibilities for the assistant coaches
<ul style="list-style-type: none"> <input type="checkbox"/> Be a leader <input type="checkbox"/> Clearly define each person's role and responsibilities <input type="checkbox"/> Respect and appreciate one another's roles <input type="checkbox"/> Offer each other mutual support and work together in an honest and open relationship <input type="checkbox"/> Be fair and consistent in your interaction with your assistants <input type="checkbox"/> Meet regularly, especially before games, to review administration and the game plan <input type="checkbox"/> Periodically evaluate your assistants and provide them with positive feedback <input type="checkbox"/> Encourage your support staff to provide you with feedback and suggestions <input type="checkbox"/> Give credit and recognition when appropriate <input type="checkbox"/> Make your staff feel like they are a needed part of your hockey program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the play of both teams <input type="checkbox"/> Make suggestions on team strategy <input type="checkbox"/> Talk to individual players, giving specific correction on their play <input type="checkbox"/> Provide statistical summaries for the team and individual players <input type="checkbox"/> Provide written comments on each player <input type="checkbox"/> Assist with coaching on the bench <input type="checkbox"/> Act as a liaison between the head coach and players or parents <input type="checkbox"/> Read the feelings of the team <input type="checkbox"/> Assist in the administration or management <input type="checkbox"/> Help monitor the health habits of the athletes <input type="checkbox"/> Check on injuries and the therapies being administered
Game responsibilities for the manager	Game responsibilities for the assistant coaches
<ul style="list-style-type: none"> <input type="checkbox"/> Handle registration, team finances and insurance <input type="checkbox"/> Negotiate ice time for practices and games <input type="checkbox"/> Handle equipment <input type="checkbox"/> Handle game reports <input type="checkbox"/> Make necessary travel arrangements <input type="checkbox"/> Submit tournament applications <input type="checkbox"/> Arrange for dressing rooms and security <input type="checkbox"/> Provide an ear for parents <input type="checkbox"/> Act as liaison with local association and league 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide first aid as required <input type="checkbox"/> Check equipment for proper fit <input type="checkbox"/> Inspect equipment to see that it is properly maintained and legal <input type="checkbox"/> Teach athletes about how to care for their equipment <input type="checkbox"/> Perform medical follow-up for injuries <input type="checkbox"/> Educate player and parents on injury prevention <input type="checkbox"/> Help monitor nutrition and hydration requirements

Game Day Checklist – The Management of Routines

After consulting with your fellow coaches, list below the five most important responsibilities a coaching staff has and who will carry out each of the tasks.

Before you get to the rink: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Upon your arrival at the rink: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Pre-game preparations: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Game Management: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Post-game management: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Bench Management: What the Pros Think

Craig Ramsay - Slovakia men's national ice hockey team

- ☐ Utilize your assets - make use of and trust your assistants
- ☐ Do not over-coach
- ☐ Present a Positive Bench Image, but be ready to raise you intensity
- ☐ Show “trust” in your players

Marc Crawford - Ottawa

- ☐ Carefully lay out each aspect of bench operation
- ☐ Establish consistency for game-in and game-out routines
- ☐ Be focused and composed
- ☐ Change lines/players well

Creating a Safe and Positive Playing Environment

Experienced coaches will tell you that your role as a game coach is to create an environment where young athletes can develop and have fun doing it.

Having fun depends largely on the environment being safe, positive and one where athletes have an opportunity to play.

What skills does a coach need to create this kind of environment?

- ❑ Leadership
- ❑ Management
- ❑ Planning
 - Game Plans
 - Safety Plans
 - Crisis Plan
- ❑ Problem Solving
- ❑ Teaching
- ❑ Communication
 - Positive Feedback
 - Empathy
 - Effective Listening
 - Interpersonal Skills

Is competitive sport too stressful for children?

Competitive sport may be too stressful if a child is made to feel that self-worth depends on how he or she plays. When the things most important to children – such as love and approval- are made contingent on playing well, they are likely to experience great stress. Research shows that the fear of failure and a child's concern about not performing well may be the main source of stress and anxiety in children.

Children worry that they will fail, that they will not be able to live up to the demands of competition. Children can feel competitive stress before, during and after competitions. One U.S. study showed that 62% of youths worried about not playing well and about making a mistake, and 23% said anxiety could prevent them from playing in the future.

Straight Talk About Children and Sports - CAC

Game Statistics – A U13 Game Analysis

The puck was on player's stick an average of 8 sec/game!

Players took an average of 1 or 2 shots *per game*!

Players took an average of 18 shifts per game.

What is a “safe” environment, according to your colleagues?

What elements make a positive environment? A negative environment?

How do you and your colleagues define “fun”? How will you know if your athletes are having fun? Will fun be the same for everyone?

The Winning Philosophy

Athletes First - Winning Second!

One of the most important actions you will take as a coach is to formulate a successful coaching philosophy by evaluating the role of winning. Specifically, what outcomes should be important to you and your athletes?

Here is one “winning” philosophy that will surely gain the respect of your athletes and your colleagues, as well as improve your chances of success. Put your athletes first, and strive to win second.

This is a powerful philosophy. It means every decision you make and how you behave should first reflect what is best for your athletes as people and players.

A coach who does not consider the needs of his athletes may damage their self-esteem and they may eventually leave the game. On the other hand, a coach who ignores the innate desire to win may also hurt the spirit of the team as a whole. Striving to win is essential for enjoyment of the game, but at what cost?

It makes sense then that a winning philosophy puts the athletes’ well-being first, but still pursues the thrill of victory. The outcome depends on your decision.

What do your coaching colleagues say about the role of winning?

EMERGENCY ACTION PLAN

An Emergency Action Plan (EAP) is a plan designed by the coach to assist him or her in responding to emergency situations. The idea behind the plan is that it will help the coach, and other volunteers, to respond in a professional and clear-headed way if an emergency occurred.

An EAP must be in place prior to your first session with your team.

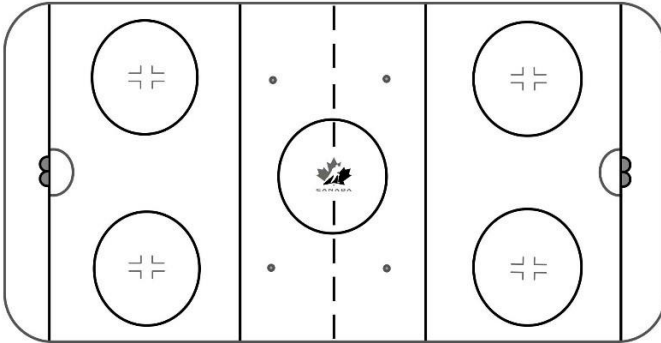
An EAP should be prepared for a facility (arena or off-ice training site) where your team practices or plays games.

At a minimum your EAP should include the following items:

- ☐ Designation in advance of whom is in charge in the event of an emergency.
- ☐ Have a cell phone with you that is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have the correct change in the case that you may need to use the pay phone.
- ☐ Have emergency telephone numbers with you
- ☐ Facility manager, fire, police, ambulance, public safety
- ☐ For athletes - parents, guardians, next of kin, family doctor
- ☐ Have on hand a medical profile form for each athlete, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
- ☐ Have a first aid kit accessible and properly stocked at all times. All coaches are strongly encouraged to pursue first aid training
- ☐ Designate in advance a "Call person" (the person who makes contact with medical authorities and otherwise assists the person in charge)
- ☐ Be sure that your call person can give emergency vehicles precise instructions to reach the facility that you are at.

An Emergency Action Plan for Hockey

Equipment Locations



Please locate and identify areas on map. (e.g., first aid room, route for ambulance crew, telephone).

Emergency Telephone Numbers

Emergency _____ Ambulance _____
Fire Dept. _____ Hospital _____
Police _____ General _____

1. Person in Charge

- ☐ Most qualified person available with training in first aid and emergency control
- ☐ Familiarize yourself with arena emergency equipment
- ☐ Take control of an emergency situation until a medical authority arrives
- ☐ Assess injury status of player

Name: _____

2. Call Person

- ☐ Location of emergency telephone
- ☐ List of emergency telephone numbers
- ☐ Directions to arena
- ☐ Best route in and out of arena for ambulance crew

Name: _____

3. Control Person

- ☐ Ensure proper room to work for person in charge and ambulance crew
- ☐ Discuss emergency action plan with:
 - Arena staff
 - Officials
 - Opponents
- ☐ Ensure that the route for the ambulance crew is clear and available
- ☐ Seek highly trained medical personnel (i.e., MD, nurse) if requested by person in charge

Name: _____

PLAYER MEDICAL INFORMATION SHEET

Name: _____
 Date of birth: Day _____ Month _____ Year _____
 Address: _____
 Postal Code: _____ Telephone: _____
 Provincial Health Number: _____
 Name of Parent or Guardian: _____
 Business Telephone Number of Parent or Guardian _____

Person to contact in case of accident or emergency if parent or guardian is not available:

Name: _____ Telephone: _____
 Address: _____
 Doctor's Name: _____ Telephone: _____
 Dentist's Name: _____ Telephone: _____

Please circle the appropriate response below pertaining to your child

Yes	No	Previous history of concussions
Yes	No	Fainting episodes during exercise
Yes	No	Epileptic
Yes	No	Wears glasses
Yes	No	Are lenses shatterproof?
Yes	No	Wears contact lenses
Yes	No	Wears dental appliance
Yes	No	Hearing problem
Yes	No	Asthma
Yes	No	Trouble breathing during exercise
Yes	No	Heart Condition
Yes	No	Diabetic
Yes	No	Has had an illness lasting more than a week in the past year
Yes	No	Medication
Yes	No	Allergies
Yes	No	Wears a medic alert bracelet or necklace.
Yes	No	Does your child have any health problem that would interfere with participation on a hockey team?
Yes	No	Surgery in the last year.
Yes	No	Has been in hospital in the last year.
Yes	No	Has had injuries requiring medical attention in the past year.
Yes	No	Presently injured.

Please give details below if you answered “Yes” to any of the above items. Use a separate sheet if necessary

Medications: _____

Allergies: _____

Medical conditions: _____

Recent Injuries: _____

Last Tetanus Shot: _____

Any information not covered above: _____

Date of last complete physical examination: _____

Note: Any medical condition or injury problem should be checked by your physician before participating in a hockey program.

I understand that it is my responsibility to keep the team management advised of any change in the above information as soon as possible and that in the event no one can be contacted, team management will take my child to hospital/M.D. if deemed necessary.

I hereby authorize the physician and nursing staff to undertake examination investigation and necessary treatment of my child.

I also authorize release of information to appropriate people (coach, physician) as deemed necessary.

Date: _____ Signature of Parent or Guardian: _____

Steps to Follow When an Injury Occurs

Note: It is suggested that emergency situations be simulated during practice in order to familiarize coaches and athletes with the steps below.

Step 1: Control the environment so that no further harm occurs

- ☐ Stop all participants
- ☐ Protect yourself if you suspect bleeding (put on gloves)
- ☐ If outdoors, shelter the injured participant from the elements and from any traffic

Step 2: Do a first assessment of the situation —> **ACTIVATE EAP!**

If the participant:

- ☐ Is not breathing
- ☐ Does not have a pulse
- ☐ Is bleeding profusely
- ☐ Has impaired consciousness
- ☐ Has injured the back, neck or head
- ☐ Has a visible major trauma to a limb
- ☐ Cannot move his/her arms or legs or has lost feeling in them

If the participant does not show the signs above, proceed to Step 3

Step 3: Do a second assessment of the situation

- ☐ Gather the facts by asking the injured participant as well as anyone who witnessed the incident
- ☐ Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical
- ☐ If possible, have the participant move himself/herself off the playing surface. Do not attempt to move an injured participant.

Step 4: Assess the injury —> **ACTIVATE EAP?**

- ☐ Have someone with first aid training complete an assessment of the injury and decide how to proceed.
- ☐ If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.

Step 5: Control the return to activity

Allow a participant to return to activity after a minor injury only if there is no:

- ☐ Swelling
- ☐ Deformity
- ☐ Continued bleeding
- ☐ Reduced range of motion
- ☐ Pain when using the injured part

Step 6: Record the injury on an accident report form and inform the parents

MAKE ETHICAL DECISIONS

As a coach, you will deal with a wide range of issues. Depending on the type of issues you encounter, you may experience a variety of emotions and thoughts.

Sometimes, you may feel that an action or behaviour is wrong. At other times, you may suspect or even know that a behaviour is illegal. In other instances, you may feel unsure about a situation and a decision, since there seem to be a number of acceptable alternatives. If you ask yourself this type of question, the issue probably has ethical implications.

A conversation with the person(s) involved is often all that's needed to deal with the situation. However, at other times this is not enough, and you may have to make a more formal intervention or refer the matter to another level of authority.

Values and Ethics: What Are They?

Our values represent a set of deeply held beliefs upon which our thoughts and actions are based; we refer to our values in evaluating our own actions, as well as the actions and decisions of others. In coaching, our core values are expressed as a series of principles defined by the *NCCP Code of Ethics*. A code of ethics defines what is considered good and right behaviour.

Ethical issues arise when our values and the corresponding ethical principles are compromised in some way. When this happens, the decisions are often sensitive and difficult to make. In these situations, the quality of the decisions a coach makes depends on a number of factors, including:

- ❑ An understanding of the facts of the situation
- ❑ An awareness of his or her own values and of the various factors that can influence his or her decision
- ❑ The use of appropriate benchmarks to analyze the situation and understand what is involved
- ❑ The ability to apply a rigorous decision-making framework to the situation at hand

This component of the clinic deals with each of these factors as part of an ethical decision-making process.

The Ethical Decision-making Process

The following pages outline a process that will enable you to make thoughtful and responsible decisions in situations presenting ethical or moral dilemmas. The process has six steps, and each of these steps is covered in this document.

If you follow the ethical decision-making process, you will:

- ☐ Have a thorough process for making sensitive decisions
- ☐ Have solid arguments to justify your decisions from an ethical point of view
- ☐ Feel confident you can assume the consequences of your decisions, knowing that it was the right thing to do under the circumstances.

Note: The process described in the following sections applies to situations that do not require an emergency response by the coach. In crucial and urgent situations, for instance when a person is injured or there is an imminent risk to people's safety, your duty is 1) to take whatever measures you feel are necessary in the short term to manage the situation and 2) to protect the individuals concerned.

Steps in the Ethical Decision-making Process

Step 1 — Establish the Facts in a Situation

When faced with any situation or problem in coaching, you must establish exactly what has happened (or is happening) and who is involved in the situation before trying to figure out what to do about it.

At this stage, ask yourself the following questions:

- ☐ What has happened or what is happening?
- ☐ When and where did certain events occur?
- ☐ Who is (or might be) involved in or concerned by the situation?
- ☐ What do the parties involved have to say about the situation (i.e., what are all sides of the story)? Get the facts from all the parties involved, and look at the situation from both sides if there is disagreement or conflict.

Step 2 — Determine Whether the Situation Involves Legal or Ethical Issues

A. Does the Situation Have Legal Implications?

Once the facts have been clearly established, the next step consists of determining whether the situation has legal implications. Two useful questions to ask yourself at this stage are:

- ☐ Has anyone been harmed by the action or decision of another, and if so, in what way?
- ☐ Does the action or the situation contravene an existing law?

Examples of Situations that Have Legal Implications

- ☐ **Actions that are criminal or quasi-criminal** — These are wide ranging and could include theft, assault, sexual assault, other sexual offences, possession of narcotics, underage drinking, driving without a licence or insurance, forgery, fraud, vandalism, etc.

- ❑ **Actions that breach a contract** — These could include someone acting outside the scope of his or her delegated authority, violating agreed-on rules relating to the use of a facility or equipment, or failing to meet other contractual obligations.
- ❑ Actions or information indicating there are **reasonable grounds to believe that a child may be in need of protection**.
- ❑ **Actions that are discriminatory** — Actions of a government, organization, or individual that are contrary to the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, or any provincial or territorial human rights legislation.
- ❑ **Actions that constitute harassment** — Harassment is a form of discrimination and is contrary to human rights laws; in its extreme form, harassment may be a criminal offence.
- ❑ **Actions**, even those that are not intentional, **that could constitute negligence**, as legally defined.

Actions to Take in Situations that Have Legal Implications

A coach occupies a position of authority; accordingly, he or she has important legal responsibilities. When a coach is confronted by a legal situation such as those described previously, he or she has a duty to do something about it.

This would involve:

- ❑ **Reporting the situation to the police**, where the coach is aware of or reasonably suspects criminal or quasi-criminal activity.
- ❑ **Reporting the situation to child protection authorities**, where a coach suspects that a child has suffered physical or emotional harm or is in circumstances where a risk of such harm exists.
- ❑ **Reporting the matter to the employer or to the organization** having authority over the persons involved in the conduct for all other legal matters.

Critical Path: Determining if a Situation is Legal

Establish the Facts in the Situation



Based on the facts, determine if the situation is legal. A situation is automatically legal if one or more of the elements below is present:

- ☐ **Actions that are criminal or quasi-criminal** — These are wide ranging and could include theft, assault, sexual assault, other sexual offences, possession of narcotics, underage drinking, driving without a licence or insurance, forgery, fraud, vandalism, etc.
- ☐ **Actions that breach a contract** — These could include someone acting outside the scope of his or her delegated authority, violating agreed-on rules relating to the use of a facility or equipment, or failing to meet other contractual obligations.
- ☐ Actions or information indicating there are **reasonable grounds to believe that a child may be in need of protection**.
- ☐ **Actions that are discriminatory** — Actions of a government, organization, or individual that are contrary to the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, or any provincial or territorial human rights legislation.
- ☐ **Actions that constitute harassment** — Harassment is a form of discrimination and is contrary to human rights laws; in its extreme form, harassment may be a criminal offence.
- ☐ **Actions**, even those that are not intentional, **that could constitute negligence**, as legally defined.

YES

**Actions to Take**

Inform appropriate authority:

- ☐ Police
- ☐ Child protection service
- ☐ Employer
- ☐ Other

NO



Use the ethical decision-making process

B. Does the Situation Have Ethical Implications?

Law and ethics are related and overlap, but they are not identical. Conduct that is illegal is always unethical. Yet some forms of conduct may be unethical even though they are legal. The law therefore represents an absolute minimum standard of behaviour, while the standard for ethical behaviour is somewhat higher.

When the coach encounters a situation that does not violate any law but raises moral questions, he or she must make decisions about how best to respond. Under these circumstances, ethical principles are often called upon.

When can a coach know that a situation has ethical implications?

Ethical conduct can be described as a behaviour that meets accepted standards or principles of moral, professional, or just conduct. Unethical behaviour is the contrary, i.e., actions or decisions that are immoral, unprofessional, or unjust.

Once you have determined that the situation is *not* of a legal nature, it is important to determine whether it presents an ethical issue. At this stage, ask yourself the following question:

In this situation and given the facts that have been identified, do you feel there is an issue with any of the following:

- | | |
|---|--|
| <input type="checkbox"/> Health and safety of athletes at stake now or in future? | <input type="checkbox"/> Harassment |
| <input type="checkbox"/> Competition site safety | <input type="checkbox"/> Equity and equality |
| <input type="checkbox"/> Emergency preparedness | <input type="checkbox"/> Level of respect and dignity afforded individuals |
| <input type="checkbox"/> Unnecessary risk to athletes | <input type="checkbox"/> Breaking an organization's rules or policies |
| <input type="checkbox"/> Authority being exercised or the best interests of the athletes being considered | <input type="checkbox"/> Violation of the rules and regulations of sport |
| <input type="checkbox"/> Self-esteem of athletes | <input type="checkbox"/> Fair play |
| <input type="checkbox"/> Conflict of interest | <input type="checkbox"/> Dignity and self-control in personal behaviour |
| <input type="checkbox"/> Competency, qualification, certification, or scope of practice | <input type="checkbox"/> Respect accorded to officials and their decisions |
| <input type="checkbox"/> Loyalty, keeping of commitments, or keeping of one's word | |
| <input type="checkbox"/> Privacy or confidentiality | |

At this stage, any statement from the above list that you have checked should cause you to believe that there are one or more ethical issues in the situation. Moreover, the checked statements often indicate the ethical aspects that may be at play.

Step 3 — Identify Your Options and Possible Consequences

Because they often relate to sensitive issues, ethical situations may generate some degree of emotional reaction. As a result, some individuals may have a tendency to react quickly and spontaneously and to make quick decisions. Sometimes, this may affect their judgement and the quality of the decisions they make.

Having determined that the situation does have some ethical implications and identified some potential ethical issues (based on the statements listed in the previous step), you should now identify *options for decision or for action* and assess *potential consequences in each case*. This reflection represents an important step in the ethical decision-making process because it shows that you care about what might happen to others.

Start by asking yourself: ***What could I do in this situation?*** In the process of answering this question, think about a variety of options. The first one to consider should be *not making any decision or taking no action*. This would be the least demanding option, and it could be thought of as representing one end of a continuum of possibilities. As a second step, consider the other extreme of the continuum, and think of the most comprehensive or liberal action you might take in the situation. Then, identify several intermediate options. Do not rule out any option at this stage, even though at the outset it may appear an unlikely choice.

Continuum of Options for Decision or Action



**Do nothing or
make no decision**

**Intermediate
options**

**Most comprehensive or
liberal action or decision
that can be made**

Once several options for decision have been identified, think about **What might happen if**. This will enable you to assess the possible consequences of each option. In many ethical situations where a “Yes – No” decision must be made, the following questions are likely to arise:

- ☐ What might happen if the coach chose not to make any decision or took no action?
- ☐ What might happen if the coach’s position were favourable to the situation, question, or issue at hand?
- ☐ What might happen if the coach’s position were not favourable to the situation, question, or issue at hand?

Factors That May Influence Decision-making in An Ethics Situation

The decisions we make may be affected by various influences that we are not always fully aware of. When we must take a position or make a decision in a situation with moral or ethical implications, it is important to get some perspective to be as objective as possible.

To achieve such objectivity, it is useful to reflect on the various factors that may affect our decisions. This enables us:

- ☐ To become aware of any factor or factors that seem to affect our way of thinking or of seeing the facts of the situation
- ☐ To take into account any such factors in a conscious and rational way when analyzing or deciding
- ☐ To draw a more complete picture of the consequences that may arise from the potential decisions
- ☐ To better understand the importance we seem to attach to certain outcomes

For the purposes of this reflection, we may consider two major types of influence:

- ☐ Factors arising from internal influences
- ☐ Factors arising from external influences

Factors Arising from Internal Influences

Internal influences are intimately linked to the person making the ethical decision. Among their sources:

Previous Experience

- ☐ Have you been in a similar situation before? If so, what did you do and was the situation resolved?
- ☐ How did you learn to react when faced with such situations?
- ☐ How might your level of experience affect your ability to make a fair and reasonable decision?

Personal Values

- ☐ How would your family have perceived such a situation?
- ☐ What did you learn from your family, your immediate environment, or school about the type of situation you are confronted with?
- ☐ How might your cultural origins or your spiritual or religious values influence the way you assess information?

Personal Circumstances

- ☐ Could this decision affect your employment? (Could your decision affect a person who has interests vis-a-vis the team or an athlete and who might also be in a position of control, authority, or supervision with respect to you?)
- ☐ How might your decision affect the development of your coaching career? (Will your decision have a negative impact on a person who is in a position to make decisions concerning you?)
- ☐ How might your decision affect your reputation within the club, the sport, or the situation at hand? (Is there a chance that your decision would change the perception others have of you personally, your methods, or your approaches?)

Factors Arising from External Influences

External factors of influence arise from society or the environment in which the decision-maker lives. Some factors:

Economic and Political Aspects

- ❑ How might your decision influence the financial situation of your team or club (for example, tobacco or alcoholic beverage sponsorship)?
- ❑ What are the influences or political ramifications of your decision (for example, male vs. female)?

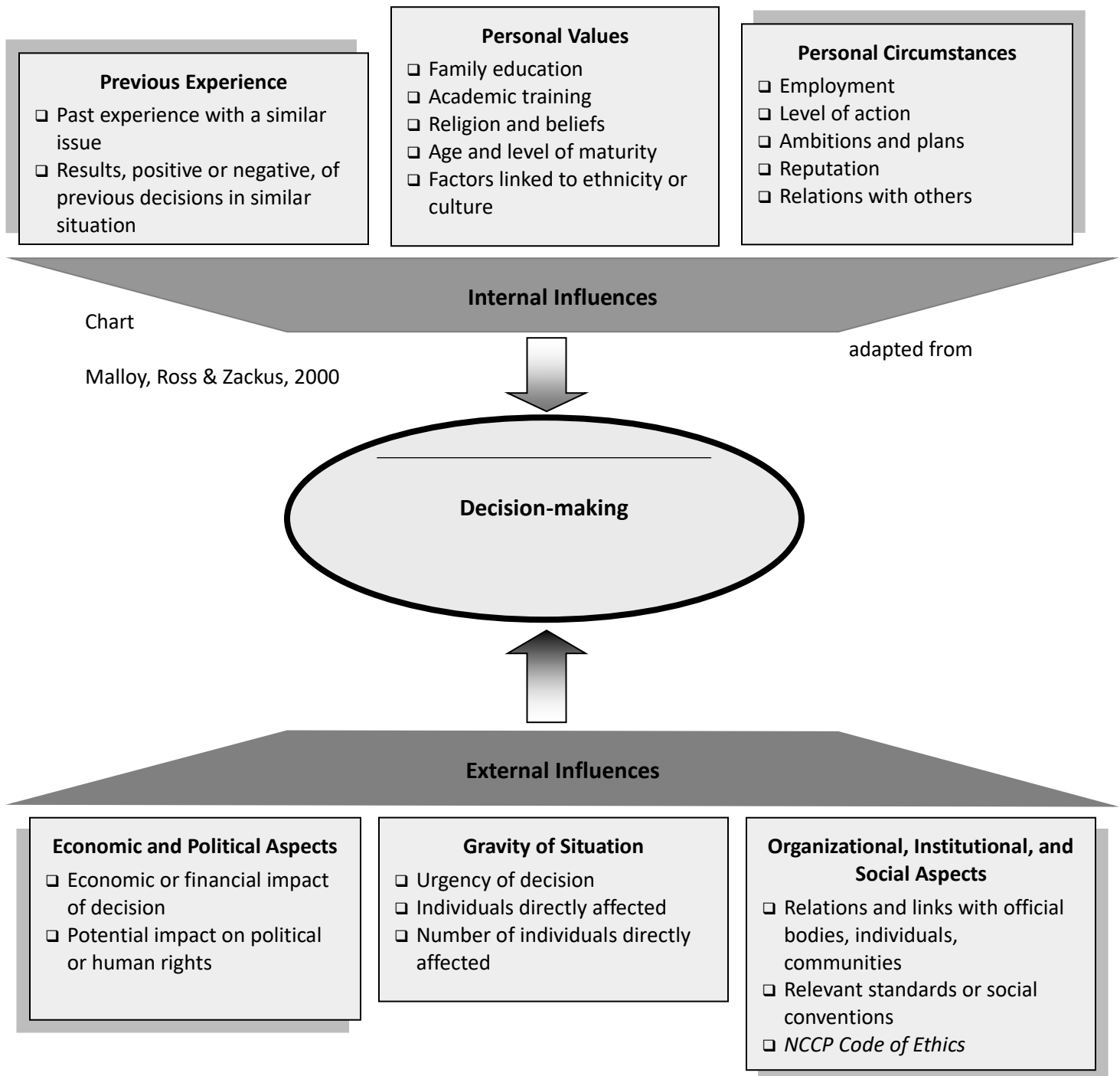
Gravity of Situation and Urgency of Decision

- ❑ To what extent is it important to decide immediately? (For example, is someone's safety at risk? Is there a tight schedule?)
- ❑ Would putting off the decision be prejudicial?
- ❑ How many people are affected, who are they, and to what extent are they really affected?

Organizational, Institutional, and Social Aspects

- ❑ Are the values of the coach consistent with those of the administration or decision-making levels of the club or sports organization?
- ❑ Will the decisions affect members of other organizations? If so, how will relations with them be affected?
- ❑ Do the values of the coach reflect those of the community?

Factors That May Influence How You Perceive an Ethics Situation



NCCP Code of Ethics

What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both “the good and right thing to do.” For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the NCCP Code of Ethics

The *NCCP Code of Ethics* is a simplified version of the *Code of Ethics of Coaches of Canada* (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

- 1 Physical safety and health of athletes
- 2 Coaching responsibly
- 3 Integrity in relations with others
- 4 Respect
- 5 Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.

NCCP Code of Ethics

Ethical Principles and Their Corresponding Behaviours/Expectations

Principle	Standards of Behaviour Expected of Coaches
Physical safety and health of athletes	Ensure that training or competition site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well-being of athletes
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes
	Foster self-esteem among athletes
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
	Maintain confidentiality and privacy of personal information and use it appropriately
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
	Always ensure decisions are taken equitably
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
	Preserve the dignity of each person in interacting with others
	Respect the principles, rules, and policies in force
Honouring sport	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

Step 4 — Evaluate Your Options

Once you've identified your options and their possible consequences, you need to evaluate them, i.e., assess the pros and cons of each. This is a critical step in reaching a decision.

At this stage, the *NCCP Code of Ethics* and the fundamental values on which it rests should be important criteria for you to apply when assessing the merits of the options open to you.

The core principles of the *NCCP Code of Ethics* and the associated expected behavioural standards take into account 1) the **outcome** sought in the decision or action or 2) the **means** used to reach a decision or guide actions. In some cases, both aspects are present.

The notions of **outcome sought** (e.g., striving to do what is good for individuals or the team) and **means used** (e.g., striving to do things right) are central to our ethical thinking. Those involved in sport must always keep the following in mind:

- ❑ Some of the outcomes we seek may be commendable, but the means to achieve them may not be. For example, a coach could want to preserve the dignity of an athlete who has been mocked (a desirable outcome) by publicly chastising those who made the affront (a dubious way of proceeding for a person in authority).
- ❑ Conversely, one could follow a process that appears equitable and consistent with the expectations of those involved but arrive at a problematic outcome in terms of values. For example, a coach could ask members of the team to vote (a means of reaching a decision that appears democratic) to choose between a long-term member whose performances are average or a highly talented newcomer for entry in a competition (a result that would penalize either the team or one of the athletes involved).

Coaches' decisions should reflect a fair balance between outcomes sought and the means used to achieve them

Step 5 — Choose the Best Option

Making Decisions That Are Just and Reasonable

We are now reaching a crucial phase of our process, i.e., the one where *a decision must be made*. Steps 1 through 3 of the process provided us with objective information based on issues at play, options for decisions, and potential consequences. In Step 4, we introduced criteria for analyzing the various options using a common reference point: the values of the *NCCP Code of Ethics*.

Making an ethical decision requires a final reflection on what is the best decision under the circumstances — a just and reasonable decision that will apply where an ethical dilemma is involved. Such a decision:

- ❑ Is “the right thing to do” with regard to the duties and responsibilities of the person making the decision
- ❑ Is made “the right way”
- ❑ Is consistent with the values and behaviours outlined in the *NCCP Code of Ethics*

However, despite the availability of such criteria, not all ethical decisions are clear-cut. In some instances, a coach may have trouble making a decision because there seems to be more than one reasonable solution. Sometimes, making a decision will even involve sacrificing one value for another. To rank options that seem reasonable with a view to making the best possible decision, we now consider how to prioritize principles to which we adhere, but that appear contradictory in the situation at hand. In other words, what do you do when you are facing an *ethical dilemma*?

Moral Dilemmas and Ethical Decision-making

Certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing one value for another. When there are two potentially right solutions, such situations are referred to as **ethical dilemmas — a conflict between values we wish to maintain**.

Here are some examples of ethical dilemmas:

- ❑ Team rules vs. parental rights and authority. A team has a standing policy of curfew being set at 10:00 PM at away competitions. All parents sign off on this and other policies at the beginning of the year. One parent, who often travels with the team, routinely allows his/her son/daughter to stay up past this hour.
- ❑ Team rules vs. winning the competition. A club has a strict policy of no swearing when on clubhouse grounds. The pre-established penalty for such speech is a one-competition automatic suspension. The day before the championship competition, the leading athlete has a temper tantrum during practice and mouths off using foul language to another athlete on the team.
- ❑ Do No Harm Principle vs. athlete’s will/rights to play. An athlete has been experiencing chronic knee pain as a result of a growth spurt. The athlete is begging you to be allowed to play in a key competition, and the parents support this athlete in his or her eagerness to play.

Prioritizing Principles and Values

When someone is faced with an ethical dilemma and is forced to choose between two values, his or her most deeply held beliefs normally dictate the course of action.

If you are faced with an ethical or moral dilemma as a coach, you can resolve the dilemma by asking yourself these questions:

- ❑ What does the *NCCP Code of Ethics* suggest in this type of situation? Which criterion (or value) do you consider the most important from those listed in Step 4?
- ❑ Is there another value in which you strongly believe and that you would seek to maintain at all costs? If so, which is it?

Do No Harm Principle

Even though it is a sensitive issue to suggest ranking your values, the NCCP considers that it is a coach's duty above all to ensure that the decisions he or she makes and the actions he or she takes do not result in harm, physical or other, to athletes.

It therefore follows that in a moral dilemma, physical safety or the health of athletes is the overriding concern.

The challenge in ethical decision-making is to determine which value you will maintain in your course of action.

Validating Your Decision

Setting aside the priority given to athletes' physical safety and health, one last set of questions may help you validate your chosen option as just and reasonable:

- ❑ Would you make this decision in all similar cases?
- ❑ If you feel you cannot apply your decision to all similar cases, what might be a reasonable and justifiable exception? If so, in which circumstances? Do such circumstances apply in the present situation? What makes you think that an exception might be justified in this case, but not in other situations?
- ❑ Is the decision consistent with decisions made in similar situations in the past that have had positive outcomes?

Going through this last series of questions should give you confidence that you've made the best possible decision under the circumstances. Answering these questions also gives you sound explanations of your decision.

Step 6 — Implement Your Decision

In Steps 1 to 5, you went through a thorough reflection process that has made it possible for you to make a just and reasonable decision in response to an ethical situation. The final step in the ethical decision-making process is to implement your decision.

Putting your decision or plan of action into effect requires that you consider a number of things, particularly if it involves dealing with individuals or groups of people. Consider the following as you establish an action plan:

- ❑ **Choose your path.** Exactly what are you going to do? Plan *carefully* the steps you are going to take.

- ❑ **Think about what may happen.** Consider the likely outcomes of the decision and how any consequences will be managed.
- ❑ **Identify who needs to know.** Consider who needs to be informed of or involved in implementing the action plan or decision.
- ❑ **Determine if you can deal on your own with the person(s) involved.** Is it appropriate to seek an *informal resolution* in this situation? In issues not involving a contravention of the law, it is often best to try to deal with the issue informally and directly with the individual involved. We often refer to this as adopting the *conservative approach*. It has the advantage of conferring responsibility for actions on the party involved and allows him or her to resolve the situation while maintaining a sense of dignity and self-respect. It also establishes a degree of trust between parties involved. Approach the individual, and tell him or her what you have seen or what has been shared with you. Give him or her a chance to respond, a chance to do the good or right thing.
- ❑ **Warn, don't threaten.** This is an important concept when dealing with a situation at an informal level. This entails informing the individual of the logical consequences of what can happen if a situation is not resolved, rather than threatening the person with an end run. This is Plan B. Keep any Plan B in your back pocket.
- ❑ **Think about what you might do next if the chosen plan of action doesn't work.** If your original decision or plan of action is ineffective, think carefully about what to do next. Inform the individual that you now have to follow up with Plan B. Consider who should be contacted and what level of authority you should now involve in this situation.

General Tips about Ethical Decision-making	
❑	When in doubt or faced with an ethical dilemma, think about the Do No Harm principle.
❑	Never second-guess yourself on decisions made with integrity, intelligence, thoroughness, and based on accepted values, core principles, and expected standards of behaviour.
❑	Make sure you are clear about your coaching values and that you can talk about them in a way that is clear, simple, and easily understood by everyone.
❑	Cross-reference your coaching values and principles with the <i>NCCP Code of Ethics</i> .
❑	Pay attention to what is important to kids when establishing your ethical standards.

RESOURCES

<https://www.coach.ca/>

<https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials>

ANNEX A: TEACHING PROGRESSIONS

Teaching physical skills and technique involves a chain of events. There are four main links in this chain:

- ❑ First Link: Select the basic skill to be learned
- ❑ Second Link: Plan the explanation and demonstration
- ❑ Third Link: Plan how the players will practise the skill
- ❑ Fourth Link: Provide feedback during practice

First Link: Select the basic skill to be learned

Basic skills are not always simple to learn. In hockey the basic skill is skating but it is a complex and difficult skill. Passing or shooting the puck is actually easier, but skating is the more basic skill.

The instructor has been provided with a set of lesson plans that progresses gradually and systematically through the skills to be learned in the Skills First Program, beginning with the most basic and progressing from the simplest to the more complicated skills.

Second Link: Plan the explanation and demonstration

This is the planning you do to organize what you want to teach. Although much of this has been done for you in the lesson plans, it is important you understand the sequence of events to follow in conducting a lesson.

This link contains seven steps:

Step 1

Select a skill and write down why it is important.

Name the skill and if possible, explain briefly and in simple words what the name means — how the skill is used in the sport, and where and when it is used. Keep the explanation simple and brief.

Total time for the demonstration should be of 30 - 45 second duration.

Step 2

Select four or five main teaching points to emphasize.

Each may be made up of two or three closely related ideas. If your participants are young, inexperienced, or have special learning problems, then select only one or two teaching points and keep the points as simple as possible.

Select short, descriptive key words or phrases to highlight the teaching points during the demonstration. Rehearse the demonstration and use the key words until you know them well.

Don't overload the learner by giving too many key words at the same time.

Step 3

Decide if an aid would help.

An aid is a chart, diagram, model of some kind, picture, film or videotape. Do not use an aid unless you feel it will add something important to the demonstration.

Good aids are most useful if they are posted on a wall or bulletin board so players can refer to them after the skill has been taught. They will help them recall details of the demonstration. If an aid is to be used, rehearse with it until you feel comfortable.

Step 4

Select an effective formation.

Consider the number of learners present and decide what formation to put them in where all will be able to see and hear clearly.

These basic formations may be expanded to larger groups by having one row sit or kneel and a second row of players stand behind them. The players should be placed with their backs toward any distractions such as glare from windows or the sun, parents, other groups, etc. For this age group, the most effective formation is probably a semi-circle or open square with all players kneeling down. This eliminates most extra movement and focuses attention on the instructor.

With large groups it is important to try to have players in a formation as close as possible to the one from which the practising of the skill will begin. Otherwise there will be unnecessary confusion and lost time re-arranging groups when the demonstration is over.

Step 5

Decide on what view or views players should see.

Mentally check out the best angles for viewing the demonstration. Plan to repeat the demonstration as many times as necessary rotating 90° or 180 ° each time to ensure that all players see it from the best angles. Remember, total time for the demonstration and explanation should be no more than 45 seconds from beginning to end. If it goes longer, it will have been repeated too often or too much detail will have been given.

Step 6

Decide on who demonstrates.

Having decided what is to be done, decide on who should demonstrate. Being asked to demonstrate is rewarding. Many members of the group should be called on to do it.

Instructors often demonstrate a skill several times themselves and then ask a player to step out and try it under their guidance. In the case of simple demonstrations, use an ordinary member of the group - it does not have to be a top performer. Most players identify with average performers and learn best from them. Beginners do not remember fine details to start with and they sometimes find the best performers discouraging to watch.

Some individuals do not like to get up in front of their peers to demonstrate. An instructor should respect these individuals' feelings by asking them before the practice if they would mind taking part in the demonstration.

Step 7

Call for questions to conclude.

To make sure that players understand, ask if they have any question. Answer those, which are related closely to the skill, but politely refer questions not to the point to a later time to avoid getting sidetracked.

All questions should be answered with respect, even if they have been covered during the demonstrations. If players are shy in the beginning, pose questions yourself and answer them yourself.

U9 athletes have difficulty doing a sport skill if they don't know exactly what it is supposed to look like. Check to see that what you describe is what they picture in their minds when they are trying to do it.

A Word of Encouragement

At first, these steps will take quite a bit of time to follow. But if you use them frequently you will soon be able to go through them with only the briefest of notes.

Experienced instructors recall details of a demonstration and how to stage it simply by recalling the name of the skill.

Third Link: Plan how the players will practise the skill

The next link in the teaching chain is organizing a group to practise a skill that has been demonstrated. This is quite separate and distinct from planning and organizing the demonstration. The following steps will help you to plan effectively:

Step 1

Take stock of the practice environment. Answer the following questions as a basis for your planning:

- ☐ how many players are there?
- ☐ how much area is there available to work in?
- ☐ how much fixed equipment is available?
- ☐ how much small equipment is available?
- ☐ what special dangers exist in the practice area that must be guarded against?

Step 2

Maximize activity.

The object is to use as much of the space and as much of the time as possible. Plan the practice activity so there is as little unnecessary waiting time as possible.

Use your best judgement to answer the following questions in planning the practice activity:

- ☐ will it be best to start participants working alone, in pairs or in small groups?
- ☐ do learners need to be moving or can they practise in one place? If they are moving, where should they start from so there will be enough clear area to move in?
- ☐ is the skill to be practised of a type that players should be paired off or grouped by size, experience or aggressiveness in order to minimize chances of injury and equalize competition among and between learners?
- ☐ will players have to be grouped and take turns sharing because there is not enough area or fixed or moveable equipment?
- ☐ how can you make the groups as small as is practical and as active as possible?
- ☐ how can dangers in the area be removed, covered or otherwise decreased or avoided by careful placing of players and their patterns of movement?

Some breaks in activity can be constructive — here are a few reasons:

- ❑ if time is needed to rest in vigorous practices
- ❑ when space available is too small for all to be active
- ❑ when the amount of equipment is limited
- ❑ if it is not safe for everyone to be active at the same time
- ❑ if time is required to correct, re-teach or give further instruction

Step 3

Plan to move learners into practice activity quickly.

Where possible, the formation used to observe the demonstration should be as much like the practice formation as possible. If groups or squads are to be used regularly, then players should be assigned to specific groups. Membership of the groups should be changed from time to time.

The instructor must take care to maintain the attention and control of learners during the time between the demonstration and the beginning of practice.

Require attention, give simple, clear instructions and plan simple, efficient method of distributing equipment if that is necessary.

Step 4

Use clear, precise instructions.

As soon as players are in position ready to begin the practice of the demonstrated skill, explain simply what is to be done. Watch their faces for signs that they do understand or are puzzled. Re-explain in the same or different words as seems necessary.

Use simple key words or key phrases to drive home the main points of instruction. Repeat one or two key words at appropriate times during and after demonstrations.

Carefully point out any special safety precautions and pause to see that your orders have been heard and understood.

Step 5

Check and correct the practise pattern first, then check technique.

When practice begins, your attention should be on the pattern of activity. That is, are groups spaced properly so they have enough room? Are they skating far enough and turning at the place you asked them to? Are safety precautions being observed? Did they understand the instructions?

If any of these things need attention, correct them as the players practise. If this is impossible, stop the group, get their attention and make corrections.

Once the practice pattern is well established, then begin to check technique and details of the skill as players perform. This is an extremely important point. Get the practice pattern going smoothly first. Then and only then, begin to check the technique of players. Stand or move around so you can see or scan the whole group. If all is going well, let them proceed for a while.

Fourth Link: Provide feedback during practice

Feedback during learning involves feeding back information to the players about their efforts to learn. It serves three important functions in learning:

1. As a guide to improvement
2. As a measure of progress
3. As reward or discipline

1. As a guide to improvement

- ❑ Learning skills can be very confusing. There are many things to think about. First the player needs to know what is being done correctly so he or she will know what parts of the skill are under control. This is not a matter of being nice to the learner by being positive to them. This is based strictly on sound principles of skill learning.
- ❑ If players are not clear on what parts of the skill are being done correctly they may change some of those things for the worse as they try to correct other parts of the skill.

2. As a measure of progress

- ❑ If an athlete knows that his/her list of questions about how to do a skill is getting shorter it will be easy for him or her to recognize improvement.
- ❑ Often a player will recognize increased skill as a new feeling of naturalness and smooth action that replaces stiff, unnatural action ("it feels much better now") and this is another kind of important evidence or improved quality.

3. As reward or discipline

- ❑ While knowledge of improvement rewards us, so does approval or recognition, words of encouragement from people important to us, family members, friends and instructors in particular. "Well done!", "yes, excellent," "Good work", "Charlie, I'm proud of you".
- ❑ Physical discipline is not acceptable nor is extra strenuous, physical work an advisable form of discipline.



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